Yohden Primary School
Safeguarding and Child Protection Policy

Academic year 2026-27

Policy lead: Headteacher, Headteacher
Governor oversight: Governing Body
Date approved by Governors: October 2026
Review date: October 2027
Version: 1.0

Policy information	Details
Designated Safeguarding Lead	Mrs Michaela Lowery, Acting Headteacher
Deputy Designated Safeguarding Leads	Miss Gabrielle Marshall, Acting Deputy Headteacher; Mrs Metcalf, EYFS Lead
Safeguarding governor	To be confirmed before approval
Approved by and date	To be completed following governing body approval
Next review	September 2027, or sooner if guidance or local arrangements change
Applies to	Nursery, Reception to Year 6, Enhanced Provision, staff, governors, volunteers, trainees, contractors and visitors

This policy explains how safeguarding works at Yohden Primary School. It reflects Keeping Children Safe in Education 2026, Durham County Council's September 2026 model policy and current Durham Safeguarding Children Partnership procedures. The Yohden-specific arrangements in this policy explain how those requirements are implemented in school; they do not replace or reduce any Durham procedure, threshold or statutory duty. The current Durham procedure must be followed where it contains more detailed operational guidance.

Contents

- 1 Purpose principles and scope
- 2 Key contacts
- 3 Responsibilities
- 4 A safe safeguarding culture
- 5 Staff knowledge training and conduct
- 6 Recognising abuse neglect and exploitation
- 7 Responding to concerns and disclosures
- 8 Recording information sharing and transfer
- 9 Early help Family Help and statutory services
- 10 Children who may need additional support
- 11 Attendance children missing education and elective home education
- 12 Child on child abuse and harmful sexual behaviour
- 13 Online safety filtering and monitoring
- 14 Domestic abuse exploitation and serious violence
- 15 Prevent FGM forced marriage and other specific harms
- 16 Safer recruitment SCR volunteers and contractors
- 17 Allegations and low level concerns about adults
- 18 Alternative provision transport lettings and extended activities
- 19 Physical intervention intimate care safe touch and visits
- 20 Multi agency work and working with families
- 21 Review linked policies and sources

- Appendix 1 Immediate response guide
- Appendix 2 Multi agency meetings

1 Purpose principles and scope

Safeguarding is everyone's responsibility at Yohden. We know our pupils and families well, notice changes and act promptly when something does not feel right. We listen to children, maintain professional curiosity and work with families and partner agencies where it is safe and appropriate. The child's best interests and daily lived experience guide every decision.

This policy applies across the whole Yohden community: Nursery, Reception to Year 6, Enhanced Provision, the playground and outdoor areas, before- and after-school activity, educational visits, transport arrangements and online activity connected with school. It applies to all staff, governors, volunteers, trainees, agency staff, contractors and visitors.

Yohden gives particular attention to equality, communication and accessibility. Our high level of SEND and the range of communication, sensory, emotional and developmental needs across Nursery, mainstream classes and Enhanced Provision mean that adults must know each child's usual presentation and adapt how they listen. Disability, neurodivergence, behaviour, limited language or age must never be used to explain away a possible sign of harm.

2 Key contacts

Service or role	Contact
DSL	Mrs Michaela Lowery, Acting Headteacher
Deputy DSLs	Miss Gabrielle Marshall, Acting Deputy Headteacher; Mrs Metcalf, EYFS Lead
Durham First Contact	03000 26 79 79
Durham LADO Team	Sharon Lewis / Louise Brookes - 03000 268835 - CYPSLADOSecure@durham.gov.uk
Police	999 in an emergency or where a child is in immediate danger; 101 for non-emergency police advice
ICTSS helpdesk	03000 261100
Safeguarding governor and Chair	Insert current names and agreed contact route before approval

Urgent concerns must be spoken directly to the DSL or a deputy. Entering a CPOMS record alone is not sufficient when immediate action may be needed. If a DSL is unavailable, any member of staff may contact First Contact or the police and must inform the DSL as soon as possible.

3 Responsibilities

Governing body

- ensures the school complies with legislation, KCSIE 2026 and Durham procedures;
- appoints an appropriately trained DSL and deputies and gives them sufficient time, authority and resources;
- checks safeguarding practice, safer recruitment, the single central record and the effectiveness of filtering and monitoring;
- ensures allegations and low-level concerns are handled through the correct route;
- reviews this policy and safeguarding effectiveness at least annually.

Headteacher and DSL

The Acting Headteacher establishes Yohden's safeguarding culture. The DSL has lead responsibility for safeguarding and child protection, including online safety, filtering and monitoring. The DSL manages referrals, supports staff, liaises with agencies, oversees CPOMS records and secure transfers, contributes to assessments and multi-agency meetings, and ensures children receive appropriate support. Trained deputy DSLs provide daily cover across school, including Nursery, Enhanced Provision, clubs and visits; lead responsibility remains with the DSL.

All staff

Every adult at Yohden must recognise concerns, respond safely, report promptly, record accurately, challenge harmful behaviour and never assume that somebody else will act. An urgent concern is spoken directly to Mrs Lowery, Miss Marshall or Mrs Metcalf; it is not left only as a CPOMS entry or message. Staff maintain professional boundaries and follow the Staff Code of Conduct, Low-Level Concerns Policy, Online Safety Policy and Acceptable Use Agreement.

4 A safe safeguarding culture

Yohden provides a caring, inclusive and listening environment in which pupils know that trusted adults will take them seriously. Our Keys to Success - kindness, respect, resilience, positivity, independence and ambition - shape how adults build safe relationships and how pupils are taught to treat one another. Safeguarding is embedded in behaviour, attendance, curriculum, personal development, online safety, SEND, medical support, intimate care, educational visits and everyday routines.

- DSL names and photographs are displayed and included in staff and visitor information.
- Pupils are taught how to seek help, including when something has happened online or outside school.
- Staff challenge sexualised, discriminatory and prejudicial language and behaviour.
- Parents receive clear information about the school's safeguarding duties and reporting routes.
- The school learns from incidents, audits, complaints, pupil voice and local or national safeguarding reviews.

What safeguarding looks like at Yohden

- Children may speak to any trusted adult. Adults do not require a child to repeat a disclosure unnecessarily or wait until the child's usual adult is available.
- Concerns requiring action that day are spoken directly to a DSL. CPOMS provides the record; it does not replace the conversation.
- Class teachers, teaching assistants, Nursery and Enhanced Provision staff share relevant observations so that small pieces of information can be considered together.
- During the 8.40am soft start and throughout the day, adults notice changes in presentation, behaviour, regulation, relationships and readiness to learn.
- Attendance, late arrival, unexplained absence and changes to collection arrangements are treated as possible safeguarding information and shared promptly.

5 Staff knowledge training and conduct

All staff, including those who do not work directly with children, read KCSIE 2026 Part One in full. They receive safeguarding and online-safety induction, annual training and regular updates. The DSL and deputies undertake role training at least every two years, Prevent awareness training and regular updates at least annually. Governors receive appropriate safeguarding and safer-recruitment training. Training and attendance are recorded in the school safeguarding training matrix.

Staff must understand the school's reporting routes, whistleblowing arrangements, professional boundaries, low-level concerns process and the standards expected when using technology, social media, mobile phones and AI. Concerns about another adult must never be investigated by the person raising them.

6 Recognising abuse neglect and exploitation

Safeguarding concerns may arise at home, in school, in the community or online. Harm can involve physical, emotional or sexual abuse, neglect, domestic abuse, discriminatory abuse, child-on-child abuse, exploitation, modern slavery, serious violence or radicalisation. Different forms of harm may overlap.

Possible indicators include injuries, hunger, poor hygiene, fearfulness, changes in behaviour or attendance, sexualised behaviour, unexplained gifts or money, missing episodes, controlling relationships, online secrecy, self-harm, substance misuse, concerning friendships or a marked change in wellbeing or attainment. An indicator does not prove abuse, and the absence of a disclosure does not remove the need to act.

Mental-health difficulties may be a sign or consequence of abuse, neglect or exploitation. Staff report mental-health concerns that may involve safeguarding immediately to the DSL while also arranging appropriate pastoral or health support.

7 Responding to concerns and disclosures

- Ensure immediate safety. Call 999 and seek urgent medical assistance where necessary.
- Listen calmly, take the child seriously and use the child's own words.
- Do not promise secrecy. Explain that information will be shared with people who can help.
- Ask only open questions needed to clarify what the child is saying. Do not investigate, repeatedly question, confront an alleged perpetrator or ask siblings for information.
- Report immediately to the DSL or a deputy using the agreed urgent route.
- Record on CPOMS as soon as practicable, including date, time, exact words, observed facts, action taken and the person informed.
- Preserve any original notes. Separate observed facts, the child's account and professional judgement.
- If dissatisfied with the response, escalate through the Headteacher, Chair of Governors, First Contact, LADO, police or whistleblowing route as appropriate.

Parents are normally involved unless doing so could increase risk, impede an investigation or conflict with police, social-care or safeguarding advice. The decision and rationale must be recorded.

8 Recording information sharing and transfer

Yohden uses CPOMS for safeguarding records and Arbor for relevant attendance and pupil information. Child-protection records are accurate, timely, confidential and separate from the ordinary pupil file. CPOMS entries must show a clear summary of the concern, how it was followed up, actions and decisions, the rationale and the outcome, including where no external referral was made. Staff write factually, use the child's exact words where possible and avoid emotive language or assumptions about intention or emotion. Original notes are retained or scanned. The DSL maintains a chronology of significant safeguarding events. Any paper records are stored securely and access is limited to those with a safeguarding need to know; permissions are reviewed regularly.

Information can and should be shared lawfully where needed to safeguard a child. Data-protection law does not prevent proportionate safeguarding information sharing. Staff share necessary, relevant, accurate and timely information and record what was shared, with whom and why.

When a child transfers, including an in-year move, the DSL contacts the receiving school where needed and transfers the safeguarding file securely and separately from the main pupil record. Transfer should take place as soon as possible and within five days for an in-year move or within the first five days of a new term. Receipt is confirmed and recorded. A structured summary identifies current risks, relevant history, existing support and any risk to others.

9 Early help Family Help and statutory services

The DSL considers whether a child and family need universal support, community-based early help, targeted Family Help, a child-in-need assessment or child-protection action. Yohden uses Durham's

current Family Help and First Contact routes and contributes to Team Around the Family arrangements where appropriate.

Any member of staff may make a referral. Where thresholds or action are unclear, advice is sought from First Contact. Discussions and referrals are followed up in writing using the current Durham process. Decisions to refer, not refer, inform or not inform parents, and any follow-up arrangements are recorded.

Where there is reasonable cause to suspect significant harm, the school refers without delay. Emergency action does not wait for consent or for the DSL to become available. If urgent medical attention is required, staff arrange emergency assistance or accompany the child to Accident and Emergency as appropriate and inform First Contact immediately where the injury may be linked to a child-protection concern.

Durham referral arrangements

- Staff and DSLs use the current Durham Safeguarding Children Partnership threshold guidance and practitioner procedures.
- First Contact is contacted on 03000 26 79 79 for safeguarding advice or referral. Telephone discussions and referrals are followed up in writing using Durham's current referral process.
- Family Help referrals are submitted through Durham's current electronic referral route. The DSL checks the live Durham procedure before submission because local forms and web routes may change.
- If a child is in immediate danger, staff call 999. If the situation is urgent and First Contact cannot be reached, staff seek police advice through 101 and ask for the Vulnerability Unit where appropriate.
- The school records the advice received, action taken, whether parents were informed and the reason for any decision not to inform them.

10 Children who may need additional support

Some Yohden pupils face additional barriers to recognising, communicating or reporting harm. This includes children with SEND or communication needs, pupils in Enhanced Provision, children with medical conditions, young carers, children with a social worker, children in care or previously in care, children in temporary accommodation, children experiencing poverty, those missing education and children placed in alternative provision. Adults must consider changes from the individual child's usual communication, regulation, play, behaviour, attendance or presentation.

The DSL team works closely with Mrs Fenwick as SENCo and Enhanced Provision Lead, class teachers, teaching assistants, the Designated Teacher and relevant agencies. Communication is adapted through familiar adults, visuals, observation, simple language or other agreed approaches, and reasonable adjustments are made. Staff remain alert to the risk of assuming that behaviour, dysregulation, communication or disability explains a possible indicator of abuse.

11 Attendance children missing education and elective home education

Absence can be a safeguarding warning sign. The school follows the Attendance Policy and Working Together to Improve School Attendance, monitors patterns and unexplained absence, makes timely contact with families and shares concerns with the DSL. Staff consider neglect, exploitation, domestic abuse, mental-health needs, peer harm and barriers affecting pupils with SEND.

Children absent from education and children missing education are followed up through the school's agreed procedures and Durham routes. Where a parent expresses an intention to educate a child at home, the school informs the local authority and considers whether a safeguarding referral or multi-agency discussion is required. Existing concerns are shared lawfully and promptly.

12 Child on child abuse and harmful sexual behaviour

Children can harm other children in person or online. This can include bullying, prejudice-related abuse, sexual harassment, harmful sexual behaviour, sexual violence, coercion, extortion, threats,

initiation practices and abuse within intimate relationships. The absence of reports does not mean abuse is absent. Harmful behaviour is never dismissed as banter or a normal part of growing up.

The DSL considers the needs and safety of the child harmed, the child alleged to have harmed them and other affected children. Responses are proportionate to age, development, context and risk. Where indicated, the DSL completes and reviews a risk and needs assessment, seeks social-care or police advice, protects education and considers supportive and disciplinary action.

Any incident involving sharing nudes or semi-nudes receives a safeguarding response. Staff must not intentionally view, copy, print, save, forward, screenshot, share or delete suspected sexual imagery, or ask a child to send it. The device should be secured without further examination and the matter reported immediately to the DSL. The DSL follows current UKCIS and DfE guidance and seeks police advice where appropriate.

13 Online safety filtering and monitoring

Online risk is considered through content, contact, conduct and commerce. Staff remain alert to grooming through games and social platforms, group chats, livestreaming, coercion and financial sextortion, harmful or manipulated images, deepfakes, nudification tools, AI chatbots, misogyny, misinformation, scams, gambling-style features and attempts to bypass filtering.

Durham County Council provides education broadband connectivity and the school uses Smoothwall. Filtering includes the Internet Watch Foundation block list. School-owned devices use the filtered connection and changes to filtering are authorised, risk assessed and logged. Smoothwall reports and alerts are reviewed by the Headteacher or agreed trained deputy and safeguarding concerns are recorded and acted on through CPOMS.

Governors and leaders review the effectiveness of filtering and monitoring at least annually. The review includes checks on internet-connected devices in relevant locations, risks linked to AI and new technology, over-blocking, staff understanding and action following alerts. Filtering and monitoring support, but do not replace, professional vigilance and supervision.

14 Domestic abuse exploitation and serious violence

Domestic abuse may affect children directly or indirectly and includes coercive control and child-to-parent or caregiver abuse. Yohden participates in Operation Encompass. The DSL is the Key Adult and ensures information is handled securely, shared only where necessary and used to provide appropriate support. A notification does not replace wider safeguarding action.

Staff recognise grooming, county lines, criminal and sexual exploitation, modern slavery and serious violence. A child may not recognise themselves as a victim. Concerns may include missing episodes, unexplained money or gifts, injuries, threats, weapons, new relationships, transport to unfamiliar places, changes in attendance or wellbeing, or evidence of debt and coercion. Concerns are reported immediately to the DSL and shared with social care and police when appropriate.

15 Prevent FGM forced marriage and other specific harms

Staff report concerns about radicalisation to the DSL, who follows the Prevent duty and current Durham referral arrangements, including Channel where appropriate. For immediate danger, staff call 999.

Staff remain alert to female genital mutilation, forced marriage and so-called honour-based abuse. A teacher who discovers, during professional work, that FGM appears to have been carried out on a girl under 18 has a personal legal duty to report this to the police. Consulting the DSL does not replace that duty.

16 Safer recruitment SCR volunteers and contractors

The school follows KCSIE Part Three and Durham recruitment procedures. Checks include identity, right to work, references, qualifications and appropriate enhanced DBS, barred-list, prohibition and other role-specific checks. Shortlisted candidates are told that an online search may be undertaken. Decisions and risk assessments are recorded.

The single central record is maintained and checked by school leaders and governors. Nursery and Reception arrangements comply with EYFS requirements and the school follows the Disqualification under the Childcare Act 2006 requirements. Governors receive enhanced DBS and Section 128 checks as required. For supply staff, the school obtains written confirmation of appropriate checks and verifies identity on arrival. Contractors, agency staff, trainees and volunteers are checked and supervised according to their role and current KCSIE requirements. The actual duties, frequency and opportunity for contact determine whether regulated activity applies.

All visitors sign in, wear identification, follow visitor procedures and receive safeguarding information appropriate to their role. Unknown or unaccompanied adults are challenged politely and reported.

17 Allegations and low level concerns about adults

A concern or allegation about a member of staff, supply worker, trainee, volunteer or contractor is reported without delay to the Headteacher. A concern about the Headteacher is reported to the Chair of Governors. The person raising the concern must not investigate, question witnesses or alert the adult concerned.

The case manager follows KCSIE Part Four and consults Durham LADO where the harm threshold may be met. The school safeguards the child, records decisions and provides appropriate support. Supply agencies and employers are involved as required; the school does not cease action simply because an individual resigns or no longer works on site.

A low-level concern is any concern, however small, that an adult may have acted inconsistently with the Staff Code of Conduct, including conduct outside work, even where the harm threshold is not met. Concerns are shared with the Headteacher under the separate Low-Level Concerns Policy. Records are secure, reviewed for patterns and retained in line with KCSIE and Durham guidance. Whistleblowing routes are available where a concern cannot be raised internally.

18 Alternative provision transport lettings and extended activities

Alternative provision

When Yohden commissions alternative provision, the school remains responsible for safeguarding and educational oversight. Before placement, leaders obtain written confirmation of appropriate staff checks and the provider's duty to notify school of changes that may create risk. The school records the address of the provider and any subcontracted or satellite site, knows where the child should be during school hours, follows up absence promptly and maintains direct contact with the pupil, family and provider. The placement, attendance, curriculum, safeguarding arrangements and suitability are reviewed at least half-termly and immediately when a concern arises; the placement is ended where safety cannot be assured.

Local authority arranged transport

Concerns arising on local-authority-arranged school transport are reported promptly to the DSL and the relevant Durham transport team. School staff remain alert to changes in transport arrangements, unknown adults, child-on-child harm and disclosures linked to journeys. In line with Durham's model procedure, the school periodically checks a sample of identification badges displayed by drivers and passenger assistants, records the check and reports discrepancies promptly to the Integrated Passenger Transport Group monitoring team at IPTMonitoring@durham.gov.uk.

Lettings and outside organisations

Where premises are hired or used by an outside organisation, the transfer-of-control or letting agreement states safeguarding responsibilities and reporting routes. The school seeks and, where needed, inspects assurance that the organisation has appropriate safeguarding and child-protection arrangements consistent with current guidance for out-of-school settings. Failure to comply may lead to termination of the agreement. An allegation arising during an outside organisation's use of the premises is handled through the school, LADO, police and safeguarding-partner procedures as applicable.

Before and after school activities

Safeguarding expectations apply to school-run and externally delivered clubs, childcare, sports and enrichment. Leaders check supervision, registers, collection arrangements, medical and SEND needs, emergency contacts and routes for reporting concerns.

19 Physical intervention intimate care safe touch and visits

Staff follow the Behaviour Policy and current guidance on reasonable force and restrictive intervention. Any intervention must be lawful, necessary, proportionate and the least restrictive available response. It is recorded, reported and reviewed, with attention to SEND, communication, medical needs, trauma and individual plans.

Safe and appropriate touch may be used for care, comfort, first aid, teaching or safety where it is proportionate, understood and respectful. Intimate care maintains dignity, privacy and safeguarding and follows the Intimate Care Policy and agreed individual plan. Staff must never use touch as punishment or in a way that could be degrading.

Visit leaders apply the Educational Visits Policy, EVOLVE requirements and risk-management procedures. Safeguarding is considered before, during and after local visits, residentials and trips. Pupils and adults know how to report concerns away from school, and concerns are shared promptly with the DSL and provider or authority as needed.

20 Multi agency work and working with families

Yohden works with Durham Safeguarding Children Partnership, First Contact, social care, police, health, the Virtual School Head and other agencies. Staff attend and contribute to strategy discussions, assessments, child-protection conferences, core groups and reviews, provide timely factual reports and complete agreed actions.

Yohden aims to work openly and respectfully with parents and carers while remaining clear that the child's safety comes first. Families may speak to the class teacher, school office or a member of the DSL team, but urgent safeguarding information is passed directly to the DSL or a deputy. The school explains its safeguarding responsibilities and the limits of confidentiality. The child's voice, daily lived experience and the effect of harm on education and wellbeing inform decisions. Disagreement with a family or another professional does not prevent escalation where a child may be at risk.

21 Review linked policies and sources

The governing body reviews this policy at least annually. The DSL checks names, contact details, referral routes, training, filtering and monitoring, local arrangements and linked policies before approval and whenever circumstances change.

Linked school policies

Attendance; Anti-Bullying; Behaviour; Children in Care and Previously in Care; Complaints; Confidential Reporting and Whistleblowing; Equality; Educational Visits; Health and Safety; Intimate Care; Low-Level Concerns; Online Safety and Acceptable Use; Prevent; Recruitment and Selection; RSE and PSHE; SEND; Staff Code of Conduct; Supporting Pupils with Medical Conditions; and the school's procedures for missing education, de-escalation and restrictive intervention.

Key sources

- Keeping Children Safe in Education 2026.
- Working Together to Safeguard Children.
- Durham Safeguarding Children Partnership procedures.
- Working Together to Improve School Attendance.
- EYFS statutory framework and safeguarding and welfare requirements.
- UKCIS guidance on sharing nudes and semi-nudes.
- DfE filtering and monitoring standards and current AI guidance.

Appendix 1 Immediate response guide

Situation	Immediate action
Child in immediate danger or serious crime in progress	Call 999, ensure immediate safety and inform the DSL.
Disclosure or safeguarding concern	Listen, reassure, do not investigate, tell the DSL directly and record on CPOMS.
DSL or deputy unavailable	Take necessary action yourself, including contacting First Contact or police; inform the DSL as soon as possible.
Concern about a staff member or adult	Report immediately to the Headteacher. Do not investigate or alert the adult.
Concern about the Headteacher	Report to the Chair of Governors and seek LADO advice.
Suspected sexual imagery	Do not view, copy, save, share, screenshot or delete. Secure the device and tell the DSL immediately.
Filtering or monitoring alert	Inform the DSL or deputy and technical support; preserve relevant system information and record action.

Appendix 2 Multi agency meetings

Meeting	School contribution
Strategy discussion or meeting	Provide factual information, current risks, chronology and professional analysis; complete urgent agreed actions.
Initial Child Protection Conference	Attend wherever possible; submit a clear report in the required format and timescale; share it with parents where appropriate.
Core group	Attend, contribute to the plan, update the chronology, monitor the child's daily experience and complete agreed actions.
Review Child Protection Conference	Provide an updated report on progress, continuing risks, attendance, education, wellbeing and the child's voice.
Child in Need or Family Help meeting	Share proportionate information, contribute to outcomes and review whether support is reducing risk and improving daily life.